

**Consultancy under the  
USAID Teacher Professional and Career Development Project  
March – July 2013**

**Purpose of Consultancy**

The purpose of the consultancy is to provide support to the project team and educational stakeholders involved in developing a Teacher Professional and Career Development (TPCD) system in the Republic of Macedonia.

**Project Background**

The Teacher Professional and Career Development project is a 30-month initiative funded by the U.S. Agency for International Development (USAID), and implemented by Macedonian Civic Education Center (MCEC) in close cooperation with the Bureau for Development of Education (BDE). The Project aims to improve the system for teacher professional and career development by improving the student achievement and the quality of education in the Republic of Macedonia. TPCD project is comprised of the following three intermediate results:

- IR 1: Comprehensive Legal System improved – propose a regulative framework which will provide a basis for implementation of models for a TPCD system.
- IR 2: Enhanced Financial Schemes – conduct comprehensive review of budgeting of TPCD nationally and develop funding scenarios for ongoing support.
- IR 3: Standards for Teacher Competencies developed – inventory clear standards of expected teacher competences and professional development opportunities along with tools for evaluating progress in the teaching profession.

In the past, there have been partial and inconsistent interventions addressing segments of TPCD in the Republic of Macedonia. The normative regulations were enacted without first developing TPCD standards and ensuring financial sustainability. Existing policy defines a general career ladder for teachers consisting of four levels: novice teacher, teacher, teacher-mentor and teacher-advisor. Currently, all teachers receive the same salary with increases based on years of service. Teachers who actively participate in professional development activities often complain that no incentives exist for teachers who work hard to improve their teaching skills, and this affects moral.

BDE has had a limited role in the professional development of teachers, due to lack of staff, knowledge, skills, and funds. The BDE in-service teacher training delivery is limited to the infrequent seminars on curricula updates. Consequently, professional opportunities offering teachers a chance to refresh, hone or further develop skills are not organized in a clear, systematic manner. Once teachers enter into the profession, there is no guarantee of continued professional development in their subject area, further development of their teaching techniques or leadership skills. Organized development opportunities, such as collaboration with a community of practice, research, publication and presentation, are scarce.

Career advancement paths and criteria for promotion lack clarity and are not yet funded by the state budget. While teacher-mentors are supposed to receive a percentage of the new teacher's salary for their mentorship, many mentors do not find the time to invest in

mentoring, thus new teachers miss the opportunity of receiving valuable guidance in their first years of service. The law fails to provide clarity on eligibility and criteria for career advancement, as well as procedures related to professional development.

### **Objectives of the Consultancy**

The key tasks for the consultancy will include:

- Conduct a two day workshop for members of the project staff, Steering Committee and the expert group that focuses on the following:
  - Elements of a functional TPCD system;
  - Sequence of activities and processes which lead to the development of such a system;
  - Broaden participants perspective on the complexity of a TPCD system;
  - Present strengths and weaknesses of certain solutions that are used in different countries with established TPCD systems;
  - Present world trends where financial sustainability is demonstrated within teacher professional and career development system;
  - Critical points which need to be taken into consideration for the scope of this project.
- Review MCEC proposed activities for establishing TPCD and providing feedback in terms of additional activities that need to be incorporated.
- Support the project team in developing a detailed plan of activities including the timeline.
- Support the team in defining the scope of analysis that will be conducted in the country, specifically regarding: 1) existing TPCD legislation; 2) teacher compensation plans and financing of TPCD, and 3) policy documents on teacher competencies.
- Recommend leading international documents regarding TPCD that should be taken into account.
- Conduct a comparative analysis of regional and international best practices on TPCD systems. The analysis should include a review of policy documents that set parameters for TPCD in the region and countries with high achievements in international assessments which have effective TPCD system in place.
- Recommend a sample of documents on competencies e.g. standards for teacher competencies, including content and areas that need to be part of the document.
- Provide feedback in the way of findings and recommendations that will come out of the review conducted in Macedonia and produce the final report.

### **Participants**

The main target group includes experts with educational, legal and financial background in education from the Ministry of Education and Science, Ministry of Finance, other state educational authorities, teacher training colleges, teachers associations and the project partners and staff.

**Consultant activities and time frame****(1) March 2013**

The consultant will:

- Prepare and deliver a two-day workshop: “Challenges to implementing a sustainable TPCD system in Macedonia.” Detailed agenda/methodology and relevant materials to be sent at least 15 days prior to arrival in Macedonia.
- Work with the project staff on planning activities for establishing TPCD in Macedonia.
- Prepare a brief five-page report on the workshop and the consultancy carried out with the project team.

Anticipated total consultancy days for preparation, delivery and reporting: 9 (6 days in Macedonia and 3 days at home base)

**(2) April - July 2013**

The consultant will:

- Conduct a comparative analysis of regional and international best practices of TPCD systems that will form an integral part of a Comprehensive Analysis of the TPCD system in Macedonia. The analysis should focus on relevant EU and OECD documents and relevant countries with different TPCD systems.
- Provide feedback on the draft findings and recommendations that result from the analysis conducted in Macedonia.

This activity will take place from consultant's home base and will be finalized through online communication.

Anticipated total consultancy days: 10

**Expected outcomes**

Expected key outcomes of the consultancy and training are:

1. Increased understanding about the development of TPCD system for all involved stakeholders.
2. Well established recommendations for development of a TPCD system in Macedonia.
3. Enhanced capacities of project staff in planning and managing project activities.

**Deliverables:**

#	Description	Schedule
1.	Workshop materials prepared	Beginning of March 2013
2.	Workshop delivered	End of March 2013
3.	Short report on findings for TPCD project	April 2013
4.	Comparative analysis drafted	End of May 2013
5.	Comments on draft findings and recommendations of the Analysis provided NLT June 28, 2013.	June 2013

**Working language**

The language of communication for this consultancy is English. During the workshop participants will speak in Macedonian, and/or Albanian. Interpretation and translation of materials from English into Macedonian/Albanian and vice versa will be provided by the Project.

**Application**

Please submit information requested below:

- Expression of interest with CV or resume, references & supporting documents: provide CV or resume, with up to 3 relevant references. Describe your expertise working on TPCD and in transitional societies; You may also attach relevant supporting documents, such as publications.
- Describe your understanding of the TPCD system development, preferably in the context of counties in transition.
- Your daily rate in USD, exclusive of all associated costs. Airfare (economy ticket) as well as lodging, meals & incidentals, ground transportation and other costs in Macedonia will be covered by MCEC separately.

**Deadlines for Submission of Proposal/Budget**

Please submit your proposal/budget no later than February 18, 2013

**TCPD Contact**

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